Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

<u>Lesson Plan Template</u>

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Title: Story Maps	Content area: Reading
Length of lesson: 1 hour	NRS Level (s): ABE Intermediate High
Standard(s)	

Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast, "revise." Refer to Bloom's taxonomy	At the end of this lesson, students will be able to: Lesson intends to help students develop the skills needed to read a text passage and form a concise outline or summary based upon the reading. Students will also develop a broader understanding of key story elements.

Assessing mastery of the objectives	I will know that the lesson has been effective when my students can answer the following essential questions: Who can retell the story in a few sentences? Who can tell me about the character, setting, and sequence of events?	The means of assessment and check for understanding will be: Independently, students will read another short story and complete the graphic organizers which best conceptualize the story.
Pre-teaching • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text?	Warm Up What makes a story a good story? What things are always included in a good story? Overhead Notes Elements of Short Story Setting - time and place of action in a story. Includes all details: year, time of day, weather. Serves as a backdrop where the characters interact. Character(s) - a person or animal that takes part in the action of the story. Problem (sometimes called conflict) - struggle between opposing forces which causes action in a story. Two types - External: between character and outside world, Internal: character struggles with welfare (to make a decision, take action, overcome a feeling) Chain of Events - action of story that leads characters to a solution. Solution (sometimes called resolution)- outcome of problem in the story. How did things work out?	

Teaching	Instruction/Modeling • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? Guided Practice • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are *"getting it" during* the lesson?	Teacher reads aloud the short story, *David's Haircut*, to the class. Students listen and identify the parts of a short story using the "Story Pyramid" graphic organizer. Students share answers with class. Teacher completes graphic organizer on overhead along with students. Students correct any mistakes they have made and ask questions.

	Independent Practice • How I will help students extend what they learned so they can do it without my help?	Distribute the short story *The Cellmate* by Crystal Arbogast. Students read the short story and complete the "Story Pyramid" graphic organizer. Students share answers with class. Teacher again completes the graphic organizer on overhead with students. Discuss how students' answers may vary on the story's characters, setting, important events, and solution.
Post-teaching	• How I will check for understanding? • How I will bring closure & provide opportunities for reflection?	Observe students while they read short stories. Do they have to reread the story for better comprehension? Are they having difficulty identifying parts of the story? Check "Story Pyramid" graphic organizers to see if students understand the elements of a story. Ask students if they would be able to map out elements of a story in their minds while they read. Let them know that is what proficient readers typically employ while reading.
Text and Materials • Authentic • Based on students interests and goals		"Story Pyramid" graphic organizer Ken Elkes's *David's Haircut* Crystal Arbogast's *The Cellmate* Overhead, transparencies, markers

How learning can be extended at home?	Find a short story, a favorite poem, or newspaper article and identify the elements. Students should use the "Story Pyramid" for ease of identification of story components.
Key vocabulary	Character, setting, plot, conflict, atmosphere
Use of technology (if appropriate)	